

DHS/Mental Retardation Developmental Disabilities Administration

Transmittal Letter No.

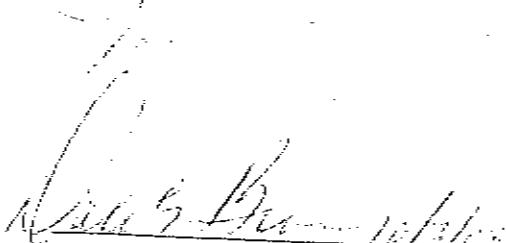
Location:

Distribution:

SUBJECT: MRDDA Direct Support Training Policy

EFFECTIVE DATE:

The purpose of this policy is to define the credentialing that MRDDA will use to establish the eligibility of persons providing direct support to MRDDA consumers to be employed in any direct support capacity and to be employed in identified specialty areas. This policy includes a recommended basic skills curriculum and competence assessment process that MRDDA will use to establish and maintain the eligibility of any person working in direct contact with an MRDDA consumer, hereinafter referred to as a Direct Support Applicant (DSA) or a Direct Support Professional (DSP). No DSA may be permitted to undertake any direct care duties or responsibilities with consumers without direct supervision, by a qualified professional (QMRP, Psychologist, etc.) or DSP, until they complete training and pass MRDDA approved competency tests. In addition, this policy establishes clear guidelines and standards for DSP Supervisors and DSP specialty areas.


Dale E. Brown Date
DHS/MRDDA Administrator


Yvonne Gilchrist Date
DHS/Director

DHS/Mental Retardation/Developmental Disabilities Administration

POLICY AND PROCEDURE

Transmittal Letter No.

Supersedes:

Manual Location:

SUBJECT: MRDDA DIRECT SUPPORT TRAINING POLICY

CHAPTER: NUMBER: EFFECTIVE DATE:

I. PURPOSE

The purpose of this policy is to define the credentialing that the Mental Retardation and Developmental Disabilities Administration (MRDDA) will use to establish the eligibility of persons providing direct support to MRDDA consumers to be employed in any direct support capacity and to be employed in identified specialty areas. This policy includes a recommended basic skills curriculum and competence assessment process that MRDDA will use to establish and maintain the eligibility of any person working in direct contact with an MRDDA consumer, hereinafter referred to as a Direct Support Applicant (DSA) or a Direct Support Professional (DSP). No DSA may be permitted to undertake any direct care duties or responsibilities with consumers without direct supervision, by a qualified professional (QMRP, Psychologist, etc.) or DSP, until they complete training and pass MRDDA approved competency tests. In addition, this policy establishes clear guidelines and standards for DSP Supervisors and DSP specialty areas.

II. GOALS/OBJECTIVES

The intent of this policy is to establish protocols that promote the proper supports for MRDDA consumers.

III. SCOPE

This policy applies to all individuals and agencies that provide services or supports to persons with mental retardation and/or developmental disabilities through funding, contract or provider agreement with the District of Columbia. All paid staff, subcontractors and consultants of such agencies, and volunteers or other persons recruited to provide services and supports on behalf of the persons with mental retardation and other developmental disabilities, are subject to the requirements of this policy.

IV. AUTHORITY

The authority of this policy is established in D.C. Code §7-1301 et. seq.; *Evans v. the District of Columbia*, June 14, 1978; and *Evans v. Williams*, 35 F. Supp. 2d 88, 97 [D.D.C., February 10, 1999].

V. DEFINITIONS

Direct Support Applicants (DSAs): All paid staff and subcontractors of such agencies, and volunteers or other persons recruited to provide services and supports on behalf of the persons with mental retardation and other developmental disabilities who work in direct contact with MRDDA consumers, but have not completed certification requirements.

Direct Support Professionals (DSPs): All paid staff and subcontractors of such agencies, and volunteers or other persons recruited to provide services and supports on behalf of the persons with mental retardation and other developmental disabilities who work in direct contact with MRDDA consumers and have completed certification requirements.

DSP Supervisors: All employees of provider agencies who supervise and/or manage paid staff and subcontractors of such agencies, and volunteers or other persons recruited to provide services and supports on behalf of the persons with mental retardation and other developmental disabilities who work in direct contact with MRDDA consumers. DSP Supervisors can be House Managers, QMRPs, or other supervisory positions and these requirements do not replace or invalidate any professional accreditation requirements. A Supervisor is an employee whom the provider has designated as having actual authority over the conduct of a subordinate employee(s).

DSP Specialists: DSPs who perform duties that require special skills or knowledge such as food preparation, working with consumers with complex medical and/or physical management needs, or working with consumers with challenging behaviors.

Continuing Education Units (CEUs): CEUs are a National Uniform Measurement for non-credit Continuing Education Programs and are awarded to individuals participating in non-credit activities, such as seminars or continuing education classes that provide well-planned instruction based on learning outcomes and require some demonstration by learners that those outcomes have been achieved. However CEUs are not subject to the same rigor and articulation requirements as academic credit. When calculating the number of CEUs for an instructor led course, a general approach is to count the number of contact hours and divide by 10 to determine the number of CEUs. For example, 17 contact hours equates to 1.7 CEUs. When calculating CEUs for the College of Direct Support, the developers at the University of Minnesota award one CEU for each lesson completed. The logic with CDS is that the content, interactions, training assessment, and competence assessment are adequate to award 1 CEU for each lesson completed. This policy allows options for both types of CEUs for in-service trainings.

Curricula: For Basic and Core Skills, MRDDA will provide topics and recommended seat times for learning those topics in the depth recommended by MRDDA. Completion of Basic and Core Skills is based on competency testing. For specialty areas, the MRDDA Training Committee will either approve a national curriculum, such as the Red Cross CPR curriculum, or approve an MRDDA developed curriculum.

MRDDA Training Committee: This is an MRDDA committee with representation from Case Management, Clinical Services, Community Based Services, Contracts, Quality Assurance, and Training. The MRDDA Training Committee establishes internal training requirements for Case Management, Training, Clinical Services, etc., and will act as the final authority in interpreting the regulations for Providers. The Training Committee will also develop and maintain a list of approved certification programs for First Aid, CPR, Crisis Prevention, food handling, and any required specialty training.

Credentialing: The MRDDA Training Policy requires two types of certification:

- Certification in national programs such as ServSafe Food Safety from National Restaurant Association, CPR from the American Heart Association, First Aid from the American Red Cross or MRDDA certified Courses. These certificates are earned directly by the DSP and both the DSP and the Provider Agency employing the DSP will be required to have up-to-date records of certification. The MRDDA Training Committee will maintain a list of approved certification programs for First Aid, CPR, Crisis Prevention, food handling, and any required specialty training that will be reviewed annually..
- Direct Support Professional Basic Skills certification based on The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes, (CSSS) Copyright 1996 by Human Services Research Institute and awarded by MRDDA.

The CSSS will be used in several ways.

- Provider Agencies can develop their own training and competence assessments based on the published CSSS or the domains, skill standards, and performance indicators in Appendix A. The MRDDA Training Committee will review training curricula , the trainers and the competence assessment tool to determine if the training system meets MRDDA certification standards and can be used to satisfy the requirements of this policy. Using The Community Support Skill Standards: A Guide for Human Services Educators & Trainers, (CSSS) Copyright 1996 by Human Services Research Institute will be the primary tool used by MRDDA to evaluate training materials and competence assessments.
- Provider Agencies can use the College of Direct Support (CDS) web based training. The CDS was developed using the CSSS. MRDDA will certify Provider Agencies to administer CDS based on the establishment of sound system administration, training competence, record keeping and reporting capabilities.
- All those working in direct support of MRDDA consumers must be certified in a provider curriculum and competence assessment approved by MRDDA or the "Basics Skills" curriculum (defined by MRRDA) and competence assessment as well as other required certifications. Supervisory and those working in specialty areas will have additional requirements after completion of Basic Skills.

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- Transportation drivers and specialized home care providers must pass the "Core Skills" curriculum (defined by MRRDA) and competence assessment as well as other required certifications.

Competence Assessments: MRDDA is using The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes, Copyright 1996 by Human Services Research Institute and MRDDA policies as the basis for competency testing. Providers developing their own materials are encouraged to use HSRI's Using the Community Support Skill Standards: A Guide for Educators and Trainers to develop materials and competence tests and MRDDA will use that guide to evaluate agency-developed materials.

The competency assessment administered by MRDDA may include, but is not limited to:

- Observations of the DSP interacting with MRDDA consumers;
- Reviews of MRDDA consumer documentation prepared by the DSP;
- Questions posed to the DSP;
- Simulated interactions by the DSP;
- Plans, menus, and schedules prepared by the DSP;
- Review of journals from on-the-job-training;
- Evaluate performance in a classroom setting;
- Evaluate learner in group process;
- Evaluate the actual result, product or outcome;
- Evaluate self assessments or peer critiques;
- Evaluate verbal presentations;
- Review and rate participant assessments, testimony or interviews;
- Evaluate learning demonstrated in portfolios;
- Examine reviews or assessments of learner or learner activities; and
- Conduct tests of learner's knowledge.

This policy will not include a specific competency assessment, but does include a chart in Appendix A describing Learning Domains, Competency Areas and Skill Outcomes that will be used by MRDDA:

- By providers to develop DSP training materials; and
- By providers to develop tools to assess DSP competence.

Completing the College of Direct Support On-the-job-training (OJT) assessments will satisfy the MRDDA competence requirements.

VI. POLICY

1. Certifying Providers to Administer Training

Providers will be certified to administer Direct Support Basic Skills training on a site-by-site basis. This means that certifications will be required at every site with more than ten full time staff and where direct support services are provided to MRDDA consumers. Sites will be certified to administer training based on the following criteria:

- Clearly demonstrated capability to capture, maintain, and report DSP training statistics to MRDDA; and
- At least one identified training supervisor who has completed the CDS training and knowledge assessment and who has completed CDS OJT assessment administered by MRDDA Office of Training personnel and is assessed capable of administering the competence assessment and possesses:
 - Clearly demonstrated capability to provide access to the College of Direct Support web based training with equipment and connectivity that allows the full range of multimedia capabilities to be used;
 - A complete approved set of DSP Basic Skills training based on the CSSS;
 - Use of the CDS OJT competence assessment; or
 - A competence assessment based on CSSS and approved by MRDDA.

2. Direct Support Professional Certification Requirements

A DSA must complete the requirements listed in the Training Requirements Tables before a DSA works with consumers unaccompanied by a DSP or a qualified professional. All those providing direct support services to MRDDA consumers, including transportation, personnel, food service employees and other specialty areas are required to complete DSP Certification training and pass the competency assessment as administered by a certified training supervisor. Timeframes for completion and the full training requirements for each position are in the Training Requirements Tables. Completion of CDS is accomplished by standards set in CDS and by completion of competence testing based on Certification to Administer Training standards.

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3. Direct Support Professional Specialization Requirements

Specialization areas for supporting MRDDA consumers fall into two categories:

- Specialty Support Positions such as Specialized Home Care Providers, Transportation Drivers, and Aide positions such as Homemaker, Chore, Respite, and other Aide positions that provide specific services, but not full time direct support services. A person holding an Identified Specialty Support Position certification cannot work in a full time direct support capacity with MRDDA consumers unaccompanied by a DSP or a qualified professional; and
- Direct Support Specializations such as Physical Management and Responding to Challenging Behaviors that add specialized skills to support specific consumers that are identified by ISP or by Intensive Case Management Chief.

4. Training Requirements Tables

Who	Courses	Days to Complete
All Direct Support Applicants	<p>DSP Basic Skills Curriculum Required to establish eligibility to work in direct support capacity - 24 hours of training, including hands-on, in-home competency/skill based training or 40 CDS courses (earning 40 CDS CEUs) including:</p> <p><i>Introduction to Developmental Disabilities (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none">• Historical Perspective• Contemporary Principles of Service Delivery• Basic Terminology and Acronyms of the Service System• Services to People with Developmental Disabilities <p><i>Safety at Home and in the Community (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none">• Risks, Choices, and Common Sense• Safety at Home• Fire Safety• Universal Precautions and Infection Control• Accident and Incident Reporting <p><i>Maltreatment of Vulnerable Adults and Children (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none">• Defining Abuse, Neglect, and Exploitation• Preventing Abuse, Neglect and Exploitation• Reporting Abuse, Neglect, and Exploitation• Documenting Abuse, Neglect, and Exploitation• Following Up on Reports <p><i>Supporting Healthy Lives (2 hours from the following topics or the following CDS Lessons)</i></p>	14 days

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	<ul style="list-style-type: none"> • Living Healthy Lives • Care for Common Health Conditions • Signs and Symptoms of Illnesses • Preventative Medical and Dental Services <p><i>Supporting People with Developmental Disabilities (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Identifying and Capitalizing on Teaching Moments • Understanding and Using Task Analysis • Teaching Strategies <p><i>Individual Rights and Choice (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Overview of Individual Rights • Overcoming A Past of Barriers and Restrictions Rights Committees • Restrictions of Individual Rights • Your Role In Supporting of Rights and Facilitating Choice-Making <p><i>Community Participation (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The DSP Role in Community Connections. • Identifying, Exploring, and Matching Available Community Resources with Individual Interests • Community Bridge Building and Networking • Natural Supports <p><i>Positive Behavior Support (3 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Understanding Challenging Behavior • Functions and Causes of Behavior • Understanding Positive Approaches • Preventing Challenging Behavior • Responding to Behavior <p><i>Documentation (2 hours from the following topics the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The Purposes of Documentation • Types of Documentation • Effective Documentation • Confidentiality <p><i>Building and Maintaining Friendships (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The Importance of Relationships • Barriers, Challenges, and Opportunities to Making Friends • Strategies for Building and Maintaining Relationships' <p><i>Direct Support Professionalism (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Contemporary Best Practices • Applying Ethics in Everyday Work • Practicing Confidentiality <p>Completed competence assessments of Provider training materials and Direct Support Staff will be formal documents that will be maintained as records and reported to the Provider being assessed.</p>	
	<p><i>Person-Centered Planning and MRDDA Policy Overview (3 hours) (Developed by MRDDA delivered by Provider staff)</i></p> <ul style="list-style-type: none"> • Community Integration/Inclusion (Bridge building) 	14 days

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	<ul style="list-style-type: none"> • Normalization • Social Role Valorization • ISP/BSP/Dual Diagnosis • Promoting Consumer Choice <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	
	<p><u>Required Certificate Programs</u> - These are trainings that are accredited by national organizations. Valid current certifications are required after initial application period and must be maintained while employed in direct support.</p> <ul style="list-style-type: none"> • First Aid (Red Cross) • CPR (Red Cross / Heart Association) • Crisis Prevention • OSHA • Fire Safety (DC) 	30 Days 30 Days 30 Days 90 Days 90 Days
	<p><u>Basic Skill Refresher</u>: These are refresher trainings in which DSPs will review basic skills and MRDDA policies and take proficiency tests. Proficiency tests will have to be passed to avoid taking the full basic skills curriculum again.</p> <ul style="list-style-type: none"> • Overview of Basic Skills • Overview of MRDDA Policies <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	Annually
	<p><u>In-Service</u></p> <p>Person-Centered Planning (Examples below)</p> <ul style="list-style-type: none"> ○ Community Integration/Inclusion (Bridge building) ○ Normalization ○ Social Role Valorization ○ ISP/BSP/Dual Diagnosis ○ Promoting Consumer Choice ○ Advanced CDS Courses <p><i>Introduction to Developmental Disabilities (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Defining Developmental Disabilities • Common Causes of Developmental Disabilities and Related Conditions <p><i>Safety at Home and in the Community (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Responding to Emergencies • Safety for All Occasions • Motor Vehicle Safety • Accident and Incident Reporting 	Complete at least two annual seminars totaling 10 hours of instructor led training or complete 10 CDS lessons during the year.

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	<p><i>Supporting Healthy Lives (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Finding and Working with Health Providers • Documenting and Following Up on Health and Safety Issues <p><i>Community Participation (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Natural Supports <p><i>Positive Behavior Support (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Behavior Support Plans • Rules, Regulations, Policies, and Rights <p><i>Building and Maintaining Friendships (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Supporting Family Networks <p><i>Direct Support Professionalism (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Becoming a Direct Support Professional • Working with Your Strengths and Interests 	
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Who	Courses	Days to Complete
Direct Support Specializations	To Enter a Direct Support Specialization the Direct Support Professional must have completed the Basic Skills curriculum in Direct Support Applicant table.	Complete
	To Enter a Direct Support Specialization the Direct Support Professional must have completed the Required Certifications in Direct Support Applicant table.	Complete
	<u>Specialty</u> - These courses address critical specialty areas required to serve MRDDA consumers. These are trainings that are accredited by national organizations or MRDDA or local jurisdictions. <ul style="list-style-type: none"> • Behavior Management/Crisis Prevention • Medication Management (MD, or VA until DC has program) • Community Awareness • Supported Employment • HIV (DOH & MRDDA) • Infectious Disease (DOH) • Physical Management 	14 Days
	<u>Basic Skill Refresher</u> : These are refresher trainings in which DSPs will review basic	Annually

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	<p>skills and MRDDA policies and take proficiency tests. Proficiency tests will have to be passed to avoid taking the full basic skills curriculum again.</p> <ul style="list-style-type: none"> • MRDDA Policies and practices 	
	<p><u>Specialty In-Service</u></p> <ul style="list-style-type: none"> • Courses in Specialty area <p><i>Introduction to Developmental Disabilities (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Defining Developmental Disabilities • Common Causes of Developmental Disabilities and Related Conditions <p><i>Safety at Home and in the Community (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Responding to Emergencies • Safety for All Occasions • Motor Vehicle Safety • Accident and Incident Reporting <p><i>Supporting Healthy Lives (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Finding and Working with Health Providers • Documenting and Following Up on Health and Safety Issues <p><i>Community Participation (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Natural Supports <p><i>Positive Behavior Support (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Behavior Support Plans • Rules, Regulations, Policies, and Rights <p><i>Building and Maintaining Friendships (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Supporting Family Networks <p><i>Direct Support Professionalism (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Becoming a Direct Support Professional • Working with Your Strengths and Interests 	Complete at least one annual seminar totaling 5 hours of instructor led training and complete 5 CDS lessons during the year from the Specialty In-Service List.

Who	Courses	Days to Complete
DSP Supervisors and other agency personnel or contractors who write	To Enter a Direct Support Specialization the Direct Support Professional must have completed the Basic Skills curriculum in Direct Support Applicant table.	Complete

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ISPs.		
	To Enter a Direct Support Specialization the Direct Support Professional must have completed the Required Certifications in Direct Support Applicant table.	Complete
	<p>MRDDA Skill Set: These are trainings developed by MRDDA to cover specific procedures to support the services provided to MRDDA consumers.</p> <ul style="list-style-type: none"> • MRDDA Business Orientation • Person Centered Planning • ISP Development • Service Plan Development • MRDDA Reporting Requirements <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	90 Days
	<p>Basic Skill Refresher: These are refresher trainings in which DSP Supervisors will review basic skills and MRDDA policies and take proficiency tests. Proficiency tests will have to be passed to avoid taking the full basic skills curriculum again.</p> <ul style="list-style-type: none"> • Overview of MRDDA policies and practices <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	Annually
	<p>In-Service</p> <p>Person-Centered Planning and topics covering management in a Person-Centered System (4 hours)</p> <ul style="list-style-type: none"> • Community Integration/Inclusion (Bridge building) • Normalization • Social Role Valorization • ISP/BSP/Dual Diagnosis • Promoting Consumer Choice <p><i>Introduction to Developmental Disabilities (The following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Defining Developmental Disabilities • Common Causes of Developmental Disabilities and Related Conditions <p><i>Safety at Home and in the Community (The following CDS Lessons)</i></p>	Complete at least two annual seminars totaling 10 hours of instructor led training or complete 10 CDS lessons from the in-service list.

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	<ul style="list-style-type: none">• Responding to Emergencies• Safety for All Occasions• Motor Vehicle Safety• Accident and Incident Reporting <p><i>Supporting Healthy Lives (The following CDS Lessons)</i></p> <ul style="list-style-type: none">• Finding and Working with Health Providers• Documenting and Following Up on Health and Safety Issues <p><i>Community Participation (The following CDS Lessons)</i></p> <ul style="list-style-type: none">• Natural Supports <p><i>Positive Behavior Support (The following CDS Lessons)</i></p> <ul style="list-style-type: none">• Behavior Support Plans• Rules, Regulations, Policies, and Rights <p><i>Building and Maintaining Friendships (The following CDS Lessons)</i></p> <ul style="list-style-type: none">• Supporting Family Networks <p><i>Direct Support Professionalism (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none">• Becoming a Direct Support Professional <p>Working with Your Strengths and Interests</p>
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Who	Courses	Days to Complete
Specialty Support Position: Drivers and Aide positions	<p>Core Skills Curriculum Required to establish eligibility to work with MRDDA consumers in limited clearly defined capacity such as drivers. Approximately 16 hours of training, including hands-on, in-home competency/skill based training or 12 CEUs in topic areas consistent with CSSS domains or 22 CDS courses (earning 22 CDS CEUs) including:</p> <p><i>Introduction to Developmental Disabilities (1.5 hours from the following topics or 3 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Historical Perspective • Contemporary Principles of Service Delivery • Basic Terminology and Acronyms of the Service System <p><i>Safety at Home and in the Community (1.5 hours from the following topics or 3 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Responding to Emergencies • Motor Vehicle Safety • Accident and Incident Reporting <p><i>Maltreatment of Vulnerable Adults and Children (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Defining Abuse, Neglect, and Exploitation • Preventing Abuse, Neglect and Exploitation <p><i>Supporting Healthy Lives (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Living Healthy Lives • Care for Common Health Conditions • Signs and Symptoms of Illnesses <p><i>Supporting People with Developmental Disabilities (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Identifying and Capitalizing on Teaching Moments <p><i>Individual Rights and Choice (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Overview of Individual Rights • Overcoming A Past of Barriers and Restrictions • Rights Committees <p><i>Positive Behavior Support (1 hour from the following topics or 3 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Understanding Challenging Behavior • Functions and Causes of Behavior • Preventing Challenging Behavior <p><i>Documentation (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • The Purposes of Documentation • Types of Documentation <p><i>Direct Support Professionalism (1 hour from the following topics or 2 CDS Lessons)</i></p> <ul style="list-style-type: none"> • Becoming a Direct Support Professional • Contemporary Best Practices 	14 Days
	<i>Person-Centered Planning and MRDDA Policy Overview</i>	14 Days

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	<p><i>(2 hours) Instructor Led Training course provided by MRDDA delivered by Provider staff.</i></p> <p>Community Integration/Inclusion (Bridge building)</p> <ul style="list-style-type: none"> • Normalization • Social Role Valorization • ISP/BSP/Dual Diagnosis <p>Promoting Consumer Choice</p> <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	
	<p>Required Certifications</p> <ul style="list-style-type: none"> • CPR • First Aid 	14 Days
	<p>Specialty Certification for Drivers</p> <ul style="list-style-type: none"> • Defensive Driving 	14 Days 14 Days
	<p><u>Core Skill Refresher:</u> These are refresher trainings that review basic skills and MRDDA policies and take competence tests. Competence tests will have to be passed to avoid taking the full core skills curriculum again.</p> <ul style="list-style-type: none"> • Overview of Core Skills <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	Annually

Who	Courses	Days to Complete
Specialty Support Position: Specialized Home Care Providers SHCP (Foster)	<p>Specialized Home Care Providers SHCP (Foster) Core Skills Curriculum</p> <p>Required to establish eligibility to work in direct support capacity - 24 hours of training, including hands-on, in-home competency/skill based training or 24 CDS courses (earning 40 CDS CEUs) including:</p> <p><i>Introduction to Developmental Disabilities (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Historical Perspective • Contemporary Principles of Service Delivery: • Basic Terminology and Acronyms of the Service System <p><i>Safety at Home and in the Community (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Risks, Choices, and Common Sense • Safety at Home • Fire Safety • Universal Precautions and Infection Control <p><i>Maltreatment of Vulnerable Adults and Children (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Defining Abuse, Neglect, and Exploitation 	90 Days

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	<ul style="list-style-type: none"> • Preventing Abuse, Neglect and Exploitation • Reporting Abuse, Neglect, and Exploitation • Documenting Abuse, Neglect, and Exploitation <p><i>Supporting Healthy Lives (2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Living Healthy Lives • Care for Common Health Conditions • Signs and Symptoms of Illnesses • Preventative Medical and Dental Services <p><i>Individual Rights and Choice (1 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • Restrictions of Individual Rights • Your Role In Supporting of Rights and Facilitating Choice-Making <p><i>Community Participation (1.5 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The DSP Role in Community Connections. • Identifying, Exploring, and Matching Available Community Resources with Individual Interests • Community Bridge Building and Networking <p><i>Positive Behavior Support (1/2 hour from the following topics or the following CDS Lesson)</i></p> <ul style="list-style-type: none"> • Understanding Challenging Behavior <p><i>Documentation (1 hours from the following topics the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The Purposes of Documentation • Confidentiality <p><i>Building and Maintaining Friendships (1/2 hours from the following topics or the following CDS Lessons)</i></p> <ul style="list-style-type: none"> • The Importance of Relationships <p>Completed competence assessments of Provider training materials and Direct Support Staff will be formal documents that will be maintained as records and reported to the Provider being assessed.</p>	90 Days
	<p><u>SHCP Skill Set:</u> These are trainings developed by MRDDA to cover specific procedures to support the services provided to MRDDA consumers.</p> <ul style="list-style-type: none"> • MRDDA Business Orientation • Person Centered Planning 	90 Days

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	<ul style="list-style-type: none"> • ISP Overview • Service Plan Overview • MRDDA Reporting Requirements <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	
	<p><u>Core Skill Refresher:</u> These are refresher trainings that review basic skills and MRDDA policies and take competence tests. Competence tests will have to be passed to avoid taking the full core skills curriculum again.</p> <ul style="list-style-type: none"> • Overview of Core Skills <p>Knowledge assessments included with these trainings must be completed with an accuracy of 80%.</p>	Annually
	<p><u>In-Service</u></p> <p>Person-Centered Planning</p> <ul style="list-style-type: none"> ○ Community Integration/Inclusion (Bridge building) ○ Normalization ○ Social Role Valorization ○ Promoting Consumer Choice ○ Advanced CDS Courses ○ Food Handling ○ Diversity training 	Complete at least two annual seminars totaling 10 hours of instructor led training or complete 10 CDS lessons during the year.

Who	Courses	Days to Complete
Specialty Support Position: Aide Positions	Core Skills	14 Days
	Required Certifications	14 Days

VII. RESPONSIBILITY

- The MRDDA Office of Training shall be responsible for certifying provider sites to administer the CDS training and assessment or with developing training and assessment products. Failure to request certification will result in the Provider being reported to MRDDA Quality Assurance, MRDDA Contracts, and /or HRA with a request for a program review.
- The provider agency shall be responsible for arranging the training and assessment for DSAs and others consistent with the requirements of this policy.
- Specialized Home Care Providers will be certified using the CDS OJT assessment after completion of the CDS coursework or 24 hours of the core skills curriculum. MRDDA personnel will administer OJT.

VIII. RECORDS

- The provider agency shall be responsible for reporting training results to MRDDA on a monthly basis. Reported data will include:
 - Name of location where direct support services are provided;
 - Current number of DSA's, DSPs, Direct Support Supervisors, Administrators, Specialty Support positions; and
 - Status of all staff trainings, broken down by employee, including Basic Skills, Certifications (CPR, etc.), MRDDA Overview, Specialty Trainings, Refreshers dates for Basic and Core Skills and other certifications.

IX. ENFORCEMENT

- Any instance of a person providing direct support services or other services covered by this policy without completed certification requirements will be treated as an alert. The MRDDA Office of Training, DHS/ MRDDA case managers, and MRDDA Quality Assurance shall monitor provider sites to determine if training is being completed in a timely fashion.
- Any instance of provider agencies neglecting to maintain up-to-date records or to fail to provide timely reporting will result in those incidents being forwarded to Quality Assurance for review.
- This policy will be sent to the Health Regulation Administration of the Department of Health (HRA) to be used in licensing review. Quality Assurance will report ongoing problems to HRA for review during licensure assessment.
- Quality Assurance will report ongoing problems to the MRDDA Contracts Office for review during contract negotiations.

X. EXCEPTIONS

Any exception of this policy must be reviewed and approved in writing by the Administrator of MRDDA.

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Appendix A: Community Support Skill Standard Domain: Knowledge Standards, and Performance Indicators

Appendix A: The Community Support Skill Standards

Participant Empowerment: Assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.

Skill Standards	Enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.	Provides opportunities for the participant to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.	Provides information about human, legal, civil rights and other resources facilitates access to such information and assists the participant to use information for self-advocacy and decision making about living, work, and social relationships.
Performance Indicators:			

- Given a scenario, the DSP cites barriers that limit choices for participants and describes ways to overcome those barriers.
- The DSP can describe specific examples in which professional ethics and responsibilities are potentially in conflict with participant choices or preferences, and uses problem solving skills to resolve such conflicts.
- The participant reports that the DSP has helped him or her sort through priorities and develop strategies to meet responsibilities.
- The participant reports that the DSP has assisted him or her to make informed decisions about the support he or she needs to reach his or her goals.
- The DSP demonstrates through role play techniques effective strategies to enhance participant's ability to make decisions about support, treatment or services.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

- * The DSP can describe examples of ways in which he or she facilitated participant involvement in goal planning meetings.
- * The DSP maintains a file of participant referrals to self-help and self advocacy groups and provides evidence (e.g., portfolio, participant report) of supporting participation when needed.
- * The DSP, given specific scenarios, can describe activities that will enhance the participant's assertiveness and self esteem.
- * The participant reports that the DSP is open to and actively solicits feedback from the participant and respects his/her concerns.
- * The DSP seeks current information on human, legal, and civil rights provisions that affect participants.
- * The participant reports receiving appropriate referrals to advocacy or legal/civil rights agencies as needed.
- * The DSP maintains a file of civic opportunities available in the community.
- * Participants report that the DSP has assisted them to gather information and explore options that have helped them to make decisions about their lives.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community Support Skill Standard Domains, Standards, and Performance Indicators

Communication: Knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.			
Skill Standards	Knowledge of and uses modes of communication that are appropriate to the communication needs of participants.	Learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.	Performance Indicators:
Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.			<ul style="list-style-type: none"> • The DSP demonstrates through simulation (or other demonstrations such as role play) the communication skills required to manage conflicts involving the participant. • Through written and oral communications the DSP demonstrates the use of language that is respectful of the individual, emphasizes capabilities, and is non-discriminatory. • Given a role play situation, the DSP demonstrates communication strategies that facilitate the participant's empowerment. • The DSP documents the communication skills and needs of the participant. • The participant has accessed and can demonstrate the use of communication devices/styles that meet his or her needs as a result of the DSP's intervention. • Given a list of technical terminology (e.g. adult daily living, learning disabled, etc.), the DSP accurately provides definitions and describes appropriate uses of these terms. • A review of the DSP's written documentation shows that the DSP technical terminology was used in an appropriate manner. • The DSP's supervisor and/or tenured peers report that the DSP used terminology appropriately and accurately in team meetings and case conferences. • The participant and his or her family/friends report that the DSP used technical terminology in an appropriate, accurate and sensitive manner.

Appendix A: Community Support Skill Standard Domains, Skills Standards, and Performance Indicators

Assessment: Knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants	
Skill Standards	Performance Indicators
Initiates or assists in the initiation of an assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.	<p>Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.</p> <p>Discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.</p>
	<ul style="list-style-type: none"> • All verbal and written assessments completed by the DSP reflect both the strengths and needs of participants in a respectful manner emphasizing the participant's the capabilities • The participant and his/her family/friends report that the DSP begins the assessment process by eliciting from the participant his/her ideas about desired goals. • All written and verbal assessments completed by the DSP are within the guidelines, policies and procedures of the agency, and ethical standards of the profession as appropriate. • The DSP's supervisor and/or tenured peers report that the DSP discussed with them the potential ethical conflicts related to assessment • The DSP disseminates assessment information only to those people or agencies that are authorized to receive such information. • The DSP obtains written or verbal informed consent, before initiating formal and informal assessments with a participant family/friends in a clear and non-stigmatizing manner. • Given informed consent, the DSP reads and verbally reports/discusses pertinent historical information (e.g., housing issues, legal issues, etc.) regarding the participant with his/her supervisor and the participant. • Completed assessments include a participant's pertinent historical background information, 3Ae4. Performance Indicator: In accordance with federal and state statutes/regulations and agency policies, and as reported by the participant, his/her family/friends and the supervisor, the DSP maintains the confidentiality of all assessment information. • The supervisor determines that the DSP has gathered accurate assessment information, 3Ba2. Performance Indicator: When compared to the same assessment completed by a tenured peer, the structure and logic of the DSP's assessment are similar

Appendix A: Community Support Skill Standard Domains

Standards, and Performance Indicators

- The DSP seeks feedback from tenured peers, the participant, the participant's family/friends and his/her supervisor on the accuracy of the completed assessment.
- The DSP discusses with his/her supervisor, the participant and his/her family/friends potential cultural biases related to informal and formal (standardized assessments - e.g. IQ tests, MMPI) assessments.
- Verbal and written assessment reports completed by the DSP are free from bias (e.g., cultural, gender, age, sexual orientation).
- The DSP's supervisor and peers report that the DSP has discussed his/her own biases and values and recognizes how these biases can influence the assessment process.
- The DSP records reflect that he or she has gathered assessment information on capabilities, behaviors and skills in those environments in which the skills are to be used.
- Assessments completed by the DSP include recommendations for supporting the participant across relevant environments.
- The DSP's supervisor and tenured peers report that the DSP has discussed assessment procedures before determining what, when and how assessments will be completed.
- The participant reports that the DSP consulted him/her regarding the assessment process.
- When indicated, family/friends report that the DSP consulted them regarding the assessment process.
- The participant reports that the DSP discussed the results and recommendations in an understandable fashion.
- The DSP documents how and when he/she discussed assessment results and recommendations with the participant and his/her family/friends
- The participant and his/her family/friends report that the DSP discussed and received feedback regarding the assessment results and recommendations.
- The DSP develops or contributes to a written action plan with the involvement of the participant and his or her family/friends that incorporates findings of the assessment and resources.
- The participant reports that the DSP assisted him/her in obtaining needed supports designed to achieve personal goals.
- The DSP can document instances where he or she arranged for an opportunity (e.g., meeting, informal discussion, mediation, grievance procedure) for the participant to voice his/her concern regarding the assessment results and/or recommendations.
- Given a scenario, the DSP describes the validity and appropriateness of the assessment results and recommendations.
- The DSP's supervisor, the participant and their family/friends report that the DSP communicated his/her determination regarding the validity of assessment findings.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community and Service Networking: knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.			
Skill Standards	Performance Indicators:	Ensures participant access to needed community resources coordinating supports across agencies.	Participates in outreach to potential participants.
Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.	Researches, develops, and maintains information on community and other resources relevant to the needs of participants		

Performance Indicators:

- Participant expresses satisfaction that his/her needs, preferences, strengths and potential supports have been accurately identified (i.e., formal and informal interviews and survey).
- DSP documents that the availability of family/friends is explored.
- DSP produces a summary of visits and information gathered from family/friends.
- DSP can provide examples of information collected (social history, other records, assessments, etc.) which inform the goal setting process for particular participants.
- The participant reports an increase in frequency and number of contacts with informal supports in the community and neighborhood assisted by the DSP.
- DSP can provide specific examples of the ways in which he or she has supported individuals in making linkages with informal supports in their communities (i.e., strategies for relationship building, transportation and social and counseling resources).
- DSP has lists of community and neighborhood resources.
- The participant states that community and neighborhood information is provided to him or her in a timely manner and is useful to his or her needs.
- Given a scenario, the DSP develops an analysis of the potential obstacles and opportunities to utilizing agency and community resources, including problem solving and alternative strategies.

Appendix A: Community Support Skill Standard Domains

Standards, and Performance Indicators

- DSP provides examples of collaborative relationships that resulted in participant access and support.
- The supervisor reports that the DSP participates in the planning process to develop an organizational plan for outreach (i.e., written and verbal marketing information, targeting outreach groups, methods of dissemination of information)
- The DSP maintains a record of contacts and outcomes with community agencies to identify potential participants.
- The sponsor of the education program rated the presentation skills of the DSP as effective.

Appendix A: Community Support Skill Standard Domains, Competencies, Standards, and Performance Indicators

Facilitation of Services: knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.			
Skill Standards			
Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.	Assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.	Assists and/or facilitates the implementation of and individualized plan to achieve specific outcomes derived from participants' preferences, needs and interests.	Assists and/or facilitates the review of the achievement of individual participant outcomes.
Performance Indicators:			
<ul style="list-style-type: none"> • The DSP describes confidentiality guidelines and procedures (e.g., guarding against the use of person's full name for public release, the inappropriate release or sharing of information) • The DSP's performance appraisals indicate adherence to required confidentiality guidelines and procedures • The participant and support team state that the DSP listens to the participant and includes his or her information in the participant's plan. • The DSP demonstrates knowledge of defined ethical standards pertaining to the helping relationship (e.g., agency policy, professional codes of ethics, etc.) • The supervisor reports that the DSP acknowledges his or her feelings regarding potential problems in a particular participant relationship, and respects appropriate boundaries in the helping relationship. • The supervisor observes that the DSP actively listens to the participant's preferences, interests and needs • The supervisor observes that the DSP establishes good working relationships with many participants 			

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

- The DSP demonstrates effective support of participant choices and preferences in a role play exercise of a planning process.
 - Given specific scenarios, the DSP demonstrates effective problem solving and use of decision-making techniques when representing the participant in the planning process.
 - Given a profile of a participant's strengths, needs and preferences, the DSP suggests appropriate goals.
- The DSP produces a calendar of work activities related to the participant's goals and checks off completed tasks toward the achievement of outcomes
 - In role play situations or learning groups the DSP demonstrates basic counseling skills (e.g., active listening skills, empathic responses, modeling and encouragement) to support the participant's decision-making.
 - The DSP maintains accurate progress notes regarding the status of the achievement of particular participant outcomes.
 - The DSP meets with the support team and the participant, shares feedback and formulates changes in the participant's goals and strategies to achieve them.
- The participant and support team members report satisfaction that the DSP utilized feedback to analyze the need for changes and, if necessary, developed methods for implementation.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community Living Skills & Supports: The ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.				
Skill Standards	Assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.	Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize his or her skills, abilities and independence.	Assists with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).	Supports the participant in the development of friendships and other relationships.
Performance Indicator:	<ul style="list-style-type: none"> The DSP describes the participant's preferences regarding physical and personal management needs. Through role play activity, the DSP demonstrates an understanding of the need for privacy, autonomy and dignity in the provision of support to individual participants. The supervisor reports that the DSP takes appropriate measures (e.g., protective clothing, usage of safety rails, wheel chair brakes etc.) to ensure the safety of all involved. Records and documentation regarding the provision of supports by the DSP indicate that safety measures were followed according to established guidelines, policies and procedures. The DSP describes basic aspects of nutrition (e.g., basic food groups). The supervisor, tenured peers, participant or family/friends report that the DSP has discussed cultural issues related to the nutritional needs and preferences of the participant. The participant reports that the DSP has provided him/her with training and support regarding his or her nutrition. 			

Appendix A: Community Support Skill Standard Domains

Standards, and Performance Indicators

- The DSP recognizes the signs and symptoms of illnesses, and the side effects of medications/drugs/alcohol when presented with acceptable testing methods (e.g., multiple choice questions, scenarios etc.)
 - The DSP describes the appropriate actions to take to prevent and respond appropriately to signs and symptoms of illness and side effects of medications/drugs/alcohol when presented with appropriate scenarios.
 - The DSP summarizes pertinent elements of the participant's medical history and needs.
- The participant reports that DSP has discussed preferences related to household management and transportation.
 - The DSP documents or verbally summarizes the participant's abilities and preferences related to household management and transportation needs.
 - The DSP describes transportation resources in the participant's local community
 - The participant reports that the DSP provides needed support regarding participant preferences about transportation.
 - The participant and his/her family/friends report that needs are being met regarding maintenance of his/her home.
 - The participant and supervisor indicate that the DSP provides needed supports to the participant regarding household management.
 - The participant and his/her family/friends report that the DSP has assisted the participant in developing and managing a budget.
 - The DSP gives can describe appropriate therapies and demonstrate the use of several types of assistive equipment.
 - The participant, supervisor or family/friends indicate that the DSP has assisted the participant in arranging for and securing needed equipment.
 - The DSP documents arrangements for needed equipment.
 - The participant, supervisor or family/friends indicate that the DSP has assisted the participant in arranging for needed therapies.
 - The participant reports that the participant is receiving needed therapies
 - The DSP documents or provides other examples of the participant's choices and preferences with regard to friendships and relationships.
 - The participant reports involvement in community activities, groups and organizations.
 - The participant reports that the DSP has provided useful information regarding the management of his or her support service providers.
 - The DSP lists methods of recruiting, interviewing and selecting staff.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Education, Training & Self-Development: should be able to identify areas for self improvement, pursue necessary educational/training resources, and share knowledge with others.	
Skill Standards	
Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.	Eduicates participants, co-workers and community members about issues by providing information and support and facilitating training.
Performance Indicator:	<ul style="list-style-type: none"> • The DSP develops a written personal professional development plan. • The DSP's portfolio contains records of courses completed and related degrees. • The competent DSP requests leave time to attend relevant conferences and workshops. • The DSP's portfolio contains records of completed sessions of in-service training and continuing education. • The DSP maintains a current directory regarding available self- advocacy and family groups in their community. • Participants and family members report that the DSP has provided useful training information. • The DSP's portfolio contains evaluations and reports of training provided by him or her • Peers and supervisors report that the DSP has provided them with useful information

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community Support Skill Standard Domains

Advocacy: knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

<p>Participant identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.</p>	<p>has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.</p>	<p>facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and lobbies decision makers when appropriate to overcome barriers to services.</p>	<p>interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.</p>
Performance Indicator:			

- The DSP verbally summarizes problems (e.g., housing, benefits, etc.) needing advocacy in supervision sessions.
- The participant indicates that the DSP understands their issues
- The participant states that the DSP has informed him or her about available advocacy services.
- The participant reports using strategies developed with the DSP to obtain needed services or to resolve specific problems.
- The DSP documents specific advocacy actions in his or her personal portfolio.
- The DSP can describe the rights, regulations and laws that have a specific impact on the participants that he or she supports.
- The DSP is able to explain relevant rights and laws to the participant in a manner that he or she can understand and use.
- The DSP records the efforts made to mediate or resolve disputes that are barriers to the participant (phone log, letters, journals of visits).
- The DSP documents interactions with decision-making bodies with or on behalf of the participant.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

- The DSP provides examples of how he or she used community contacts to assist the participant to secure needed supports.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Vocational, Educational & Career Support

Participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.		
Skill Standards	Performance Indicator:	Performance Indicator:
Explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.	Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.	Collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports.

Performance Indicator:

- The competent DSP documents participant's career and educational interests, aspirations, ambitions and talents in an individualized plan.
- The supervisor and/or participant reports the DSP assists the participant to schedule appointments, arrange transportation and understand the content and purpose of the assessment.
- The participant reports that the DSP met with them to review the assessment results and answered his/her questions.
- The participant's career plan includes information/goals based on personal preference and strengths reflected in the assessment process.
- The competent DSP calls, visits and encourages potential employers to hire participants, and documents these activities.
- The competent DSP provides examples of participants who have been employed in jobs that match their skills individual requirements by an on-site visit, and reports results in writing.
- The competent DSP, in collaboration with the participant, collects written and verbal information about job requirements, e.g., job descriptions, tasks analysis, in order to develop appropriate supports.
- The competent DSP, in collaboration with the participant and his/her family/friends, develops a plan to adapt the environment and provide job retention supports.

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community Support Skill Standard Domains, Standards, and Performance Indicators

Skill Standards	Performance Indicator:	Performance Indicator:
<p>Crisis Intervention: should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.</p> <p>Identifies the crisis, defuses the situation, evaluates and determines and intervention strategy and contacts necessary supports.</p>	<ul style="list-style-type: none">Given a scenario the DSP describes aspects of the environment or participant interaction likely to cause crises and formulates interventions likely to prevent such crises.Given a scenario, the DSP explains the appropriate techniques that would be effective in managing the crisis and ensures a safe environment.The supervisor indicates that the DSP has managed crisis situations effectively.Given scenarios, the DSP is able to identify situations beyond his or her ability or training and steps to take to gain needed assistance in the crisis situation.The DSP can identify local resources and procedures for obtaining assistance in an emergency.Given a scenario, the DSP examines the incident and identifies who are involved, possible causes, and strategies for prevention.After consulting with the participant and other staff, the DSP lists strategies for avoiding crisis in the future.Given a scenario, the DSP can describe needed changes in the organization or personnel that will lower the risk of a repeated event.The supervisor reviews incident reports completed by the DSP to ensure that they are acceptable.	<p>Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.</p>

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Community Support Skill Standard Domains, Standards, and Performance Indicators

Organization Participation: is familiar with the mission and practices of the support organization and participates in the life of the organization.			
Skill Standards	Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.	Provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.	Provides input into budget priorities, identifying ways to provide services in a more cost-beneficial manner.
Contributes to program evaluations, and helps to set organizational priorities to ensure quality.			
Performance Indicator:			
<ul style="list-style-type: none"> • The supervisor reports that the DSP participates in reviews and discussions regarding the organization's mission and priorities. • From the program specific mission, the competent DSP and co-workers identify and write quality indicators specific to their area of responsibility. • The competent DSP records verbal and/or written feedback from participants on his/her performance. • Writing his or her annual performance goals, the competent DSP incorporates the program and participant evaluations. • The supervisor reports that the DSP sets up or participates in workshops for staff on cultural, religious, racial, disability and/or gender issues. • The competent DSP develops a resource directory of community organizations that promote sensitivity to cultural, religious, racial, disability and gender issues. • The competent DSP's performance evaluations reflect effective working relationships with all levels of personnel within the organization. • The DSP personally selects and meets regularly with a mentor to develop professional goals. • The DSP's performance evaluations reflect progress toward achievement of goals. • The supervisor reports that as part of the hiring process, the DSP reviews job descriptions, reviews resumes of applicants, and interviews potential employees. • The DSP's periodic employee reviews or self assessments contain evidence of professional goals. 			
The supervisor reports that the DSP contributes to reviews of the budget and participates in making recommendations for program budgets. The DSP accurately describes the organizational structure of the agency.			

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

The supervisor confirms DSP participation in appropriate meetings. 11Dc. ACTIVITY: Acknowledges volunteer and in-kind contributions to participants.

The supervisor reports that the DSP acknowledges contributions where appropriate.

Standards, and Performance Indicators

Appendix A: Community Support Skill Standard Domains, Standards, and Performance Indicators

Documentation: is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Skill Standards

Maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion.	Maintains standards of confidentiality and ethical practice.	Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.
Performance Indicator:		
<ul style="list-style-type: none">The supervisor reviews documentation completed by the DSP to ensure requirements are met.The DSP's portfolio includes examples of effective writing.Given a scenario the DSP can discuss the tension between reporting requirements and the participant's privacy right to refuse consent for release of information.Given scenarios, the DSP demonstrates knowledge of confidentiality and limits on releasing information to others.A review of participant records indicates the presence of signed disclosure agreements or other assurances that confidence is maintained.The DSP can define situations in which he or she is required to release information without prior consent, including the consequences of the disclosure.The DSP documents reasons why the release of information without prior consent was necessary.		